

# Supporting communication and language development in nurseries/daycares in Lebanon: realities and representations of SLTs and educators

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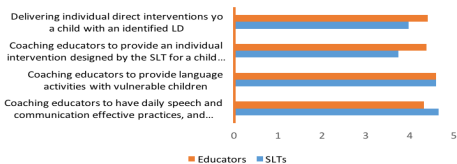
**Background** : It is widely recognized that professional's representations and beliefs about language development can impact practices in the field of preventing language and literacy difficulties (Piasta et al., 2009; Dickinson & Brady, 2006).

Lebanon has almost 500 nurseries across the country, characterized by a very important socio-economic and cultural disparity. Prevention in education and health for all children is a challenge.

**AIMS** : This study aims at exploring perceptions, practices, identify barriers and motivations for the implementation of a language intervention program, led jointly by SLTs and educators in the context of Lebanese daycare.

## 1 - Perception of SLTs role in prevention

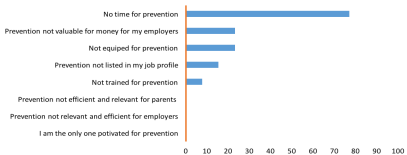
### Perception of the SLTs role in prevention by educators and SLTs



Educators do less recognize the role of SLTs in universal prevention than in targeted and specialized intervention

## 3 - SLTs barriers for prevention

### SLTs Barriers for prevention in daycare setting



Prevention is not sufficiently considered in SLTs job profile in daycare

## Participants : 500 daycare educators

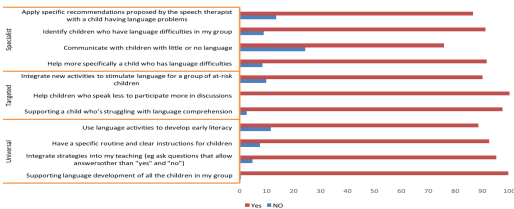
Age: M = 32,13 yrs; SD = 8,64. Female, n = 499; Male, n = 1; Nb of yrs of exp. : M = 8,25; SD = 7,06  
200 SLTs Age: M = 28,9 yrs; SD = 5,14. Female, n = 495; Nb of yrs of exp. : M = 28,9; SD = 5,14.

## SLTs practicing in daycare : n = 14

**Procedure** : two questionnaires (paper for educators, online for SLTs ) based on the tiered model for intervention in SLT (Ebbels et al., 2017)

## 2 - Practices in prevention

### Educators daycare current practice



Educators are less focused on identified and vulnerable children in perception and practice

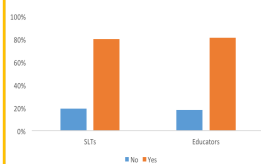
### SLTs current and ideal practice in daycare setting



SLTs practices are more oriented on direct intervention

## 4 - Motivation

### SLTs and Educators motivation to collaborate



High Motivation of both for taking part in a collaborative project targeting communication and language development

**Conclusion** : Efficacy of collaboration between SLTs and educators should be maximize to provide better practices and earlier screening (Roy et al., 2009). Considering those results, a future collaborative program could be conducted considering positive motivation. Particular attention should be focusing on both SLTs and educators role, and on time allocated to prevention intervention

## Références :

Ebbels, S. H., McCartney, E., Slonims, V., Dockrell, J. E., & Norbury, C. (2017). Evidence based pathways to intervention for children with language disorders. *PeerJ Preprints* - Law, J., Reilly, S., & Snow, P. C. (2013). Child speech, language and communication need re-examined in a public health context: a new direction for the speech and language therapy profession. *International Journal of Language & Communication Disorders*, 48(5), 486-496. - Roy, E., Trudeau, N., & Lefebvre, P. (2009). Impacts de la présence d'un ou d'une orthophoniste en CLSC sur les pratiques des éducatrices en CPE. *Langage et littérature chez l'enfant en service de garde éducatif*, 55-76.

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